

the
Dana Hall
bulletin



February 1951





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THE DANA HALL SCHOOLS

HELEN TEMPLE COOKE

Head

PINE MANOR JUNIOR COLLEGE

MARIE WARREN POTTER

President

DANA HALL

ALNAH JAMES JOHNSTON

Principal

TENACRE

MARGUERITE ASHER

Principal

In November 1938 the Dana Hall Schools, Pine Manor, Dana Hall, and Tenacre, were organized under the laws of Massachusetts as a non-profit-making institution.

DANA HALL

FOUNDED IN 1881

Seventy-First Year

1951-1952

THE DANA HALL BULLETIN

VOLUME XIII

FEBRUARY 1951

NUMBER 1

Published in February (2 issues), March, May, September and November by the Dana Hall School. Entered as second class matter, at the post office at Boston, Massachusetts. Publications and Editorial Offices: Wellesley, Massachusetts.

WELLESLEY 81, MASSACHUSETTS

Calendar

1951-1952

*Registration	Old resident students Monday, September 17, 1951 before 6 P.M. New students and non-residents Tuesday, September 18, 1951 before 4 P.M.
First classes	Wednesday, September 19, 1951
Thanksgiving Recess	Wednesday, November 22, 1951, 2:30 P.M. to Sunday, November 25, 1951 at 6 P.M.
Christmas Recess	Monday, December 17, 1951 to Wednesday, January 9, 1952 at 6 P.M.
First classes	Thursday, January 10, 1952
Spring Recess	Thursday, March 20, 1952 to Tuesday, April 1, 1952 at 6 P.M.
First classes	Wednesday, April 2, 1952
Commencement	Sunday, June 1, 1952

Note: This is the normal calendar for the year but must be considered subject to change. Notification of any such changes will be announced to patrons as promptly as possible.

*Students should not arrive prior to the specified date.

The Dana Hall Schools

TRUSTEES

President

MISS HELEN TEMPLE COOKE

Vice-President and Secretary

MISS ADELE LATHROP

Treasurer

MR. GEORGE R. GUERNSEY

AND

MR. EDMUND R. DEWING

MR. BENJAMIN W. GUERNSEY

REV. J. BURFORD PARRY

MR. CLAUDE A. ROYS

MR. HERBERT W. SMITH

MISS PAULINE TOMPKINS

Representative for Pine Manor

MRS. JAMES W. THOMPSON

Representative for Dana Hall

MRS. MAHLON E. TRAYLOR

Representative for Tenacre

Officers of Administration

ALNAH JAMES JOHNSTON	Principal
<i>B.A., Wellesley College</i>	
DOROTHY STANLEY	Head of Studies
<i>B.A., Smith College</i>	
ELEANOR PARSONS CASE	Registrar
<i>B.A., Vassar College; M.A., Leland Stanford University</i>	
EDWINA PREBLE	Director of Social Activities
<i>Boston University and the Tuckerman School</i>	
JESSIE F. GILDERSLEEVE	Director of Permissions
GEORGE R. GUERNSEY	Treasurer
<i>B.S., Massachusetts Institute of Technology</i>	
DORIS C. ANDERSON	Assistant Treasurer
<i>B.S., Simmons College</i>	

Faculty

PEPPINO MANGRAVITE	Director of Art Studio
<i>Belle Arti, Italy</i>	
RUTH CHANEY	Art
<i>A.A., Kansas City Junior College; Art Studios, New York</i>	
FERDINAND V. DENBEAUX	Bible
<i>B.A., Elmhurst College; B.D., S.T.M., Union Theological Seminary</i>	
MILDRED L. GRIMES	English
<i>B.A., Radcliffe College</i>	
ELIZABETH MARY NEWTON	English
<i>B.A., Vassar College; M.A., Yale University</i>	
WINIFRED L. POST	English
<i>B.A., M.A., Radcliffe College</i>	

MARY W. MICHAELS	English and History
<i>Ph.B., John B. Stetson University; M.A., Columbia University</i>	
MADELEINE BLANCHARD	French
<i>University of Neuchatel, Switzerland; Columbia University</i>	
ANNE-MARIE CALVET	French
<i>Licenciee es Lettres et Litteratures Classiques, Université de Paris</i>	
ROBERTA WOOD	French
<i>B.A., Cornell University; M.A., Middlebury College</i>	
AUGUSTA GOTTFRIED	History
<i>B.A., Smith College; M.A., Columbia University</i>	
ISABEL W. ROLLINS	History
<i>B.A., Smith College; M.A., Radcliffe College</i>	
DORIS NICHOLS ANDERSON	Latin and Greek
<i>B.A., Wellesley College; M.A., Ph.D., Yale University</i>	
MARY L. SPURWAY	Latin
<i>Malvern Girls College, Worcestershire, England</i>	
DOROTHY FARMER	Mathematics
<i>B.A., Mount Holyoke College</i>	
NANCY JANE VAUGHAN	Mathematics
<i>B.A., Vassar College</i>	
MARGARET ALGER HAYDEN	Biology
<i>B.A., Goucher College; M.A., Ph.D., Columbia University</i>	
MARGARET FORSTER	Biology and Physics
<i>S.B., Boston University</i>	
DOROTHY A. KUNBERGER	Psychology
<i>B.S. in Ed., Ed.M., Harvard University</i>	
IDA K. FIVIAN	Spanish
<i>A.B., Municipal Girls College, Zurich, Switzerland; Teaching Certificate, University of Bern, Switzerland; A.M., Radcliffe College in Romance Languages; Diploma, University of Madrid</i>	
TRINIDAD JEFFREY DE MORA	Spanish
<i>B.A., University of Madrid; M.A., University of Wisconsin</i>	

- DENISE BACON Piano
*Dana Hall School; Pine Manor Junior College; Longy School of Music, Soloist Diploma,
 Studied with Helen Hopekirk, Boris Goldovsky, and Mieczyslaw Horszowski*
- LAURA HENRY Piano and Organ
*Pianoforte with Helen Hopekirk; Organ with E. E. Truette of Boston
 and Reginald Goss-Custard of London*
- RUTH E. DOAK Piano
*B.S., Juilliard School of Music; M.A., Colorado College; Piano with
 Lonny Epstein, Johanna Harris, and Frank Mannheimer*
- FRANCES BROWN Piano
Cincinnati Conservatory of Music; B.M., Florida State College for Women
- SOFIA S. STUMBERG Piano
*National Conservatory, Riga, Latvia; studied with Helen Hopekirk
 and Miklos Schwalb*
- KATHARINE WELCHMAN Piano
Licentiak, piano, Royal Academy of Music, London
- SIBYL WEBB DOUGHERTY Voice
*Studied with Priscilla White, Boston; Institute of Musical Art, New York;
 Conservatoire Americain, Fontainebleau; further study in Paris, Florence, Geneva*
- VICTORIA GLASER . . . Choral Director, Fundamentals of Music, Music Appreciation
B.A., M.A., Radcliffe College
- MARY E. CHURCH. Piano Sight-Reading
*Early piano studies with Mrs. Thomas Tapper;
 Harmony and analysis with Walter Piston*
- HELEN P. BOWLBY Director of Physical Education
*B.A., M.S., Wellesley College;
 Certificate in Hygiene and Physical Education, Wellesley College*
- ALICE GRAHAM McCABE Assistant in Physical Education
*Bouv -Boston School of Physical Education; B.S., Education,
 Tufts College; M.S., Boston University*
- NORA WHITE SHATTUCK Dancing
*Graduate of American School of Ballet; The Hanya Holm Modern
 Dance School; Student of Madame Priabrajenska, Paris*
- JEANNETTE B. LANE Dramatic Coach
Ph.B., University of Chicago
- NICOLAAS A. KORTLANDT Riding Master
Dutch Riding School in Amsterdam, Holland

Administrative Staff

DANIEL B. COLEMAN, M.D.	School Physician
VIRA B. FISKE, R.N.	Director of the Infirmary <i>Massachusetts General Hospital</i>
MARGARET WASHBURN STEIN, R.N.	Director of the Dispensary <i>Wheaton College; Peter Bent Brigham Hospital</i>
MARGARET NORCROSS, R.N.	Relief in the Dispensary <i>Wellesley College; Presbyterian Hospital</i>
GRANT H. MACGILLIVRAY	Superintendent
EMILY WOLCOTT	Household Director
RUTH S. TOBEY	Public Relations Adviser <i>B.S., University of New Hampshire; Simmons College School of Social Work</i>
DOROTHY CURRIER	Librarian
VIRGINIA AUSTIN	Manager of the Bookstore
DOROTHY B. LEAKE	Assistant in the Bookstore
EMMA H. KNOWLES	Dietician

Secretarial Staff

EVELYN M. LANGDON	Secretary to the Principal <i>B.A., Wellesley College</i>
ABBIE C. PAGE	Academic Secretary <i>C.S.S., Boston University</i>
RUTH F. UNDERHILL	Secretary in Alumnae Office
JANICE DOMIN	Secretarial Assistant <i>A.C.S., Colby Junior College</i>

Heads of Houses

<i>Aloha</i>	JEANETTE LITTELL
<i>Beebe</i>	MARJORIE COLLINS
<i>Clematis</i>	GERALDINE W. KING
<i>Fifth Avenue</i>	MARY SPURWAY
<i>Jennings</i>	MADELEINE BLANCHARD
<i>Junior Row</i>	GRAYCE H. ROLLINS
<i>Playhouse</i>	ELEANOR P. CASE
<i>Rutland</i>	ROBERTA WOOD
<i>Sanborn</i>	EDWINA PREBLE
<i>Selfe</i>	DOROTHY B. LEAKE
<i>Senior Row</i>	ELIZABETH MARY NEWTON
<i>White Lodge</i>	CHARLOTTE A. KIMBALL
<i>Willard</i>	JESSIE F. GILDERSLEEVE



Bardwell Auditorium, looking toward the senior room



Looking across the campus from the Schoolhouse doorway

Dana Hall

HISTORY

DANA HALL SCHOOL was founded in 1881 to meet the need for adequate preparation of students for Wellesley College. Since that time, seventy years ago, its enrollment has increased from eighteen to two hundred and fifty students, and its graduates have been enrolled in all of the leading colleges throughout the country. Sarah Porter Eastman, a member of the Wellesley College faculty, and her sister, Julia Eastman, were influenced to establish the school by Henry F. Durant, founder of Wellesley College. The name of the school honors Charles B. Dana who presented the house in which it was started; this structure still forms a part of the main building.

In 1899 Dana Hall was acquired by Miss Helen Temple Cooke and it has grown to its present size under her guidance and direction. The breadth of her interest in education has been responsible for the establishment of two other schools, Tenacre and Pine Manor Junior College. In 1938 these three schools were organized under the laws of Massachusetts as a non-profit-making institution.

LOCATION

Dana Hall is located in Wellesley, Massachusetts, only half an hour from the city of Boston. Not only is it able to offer its students all the varied opportunities of a large city, but through the generosity of Wellesley College it is permitted to share the cultural privileges offered by a New England college. Students make trips to nearby places of historical interest, and have opportunity to enjoy fine concerts at Symphony Hall, outstanding plays and films in the Boston theaters, and the collections and special exhibits at The Boston Museum of Fine Arts, The Isabella Stewart Gardner Museum, and the Harvard University museums. The Metropolitan Opera Company's annual visit to Boston is another significant event on the school calendar.

The school campus consists of more than one hundred acres, located not far from the center of the town. The equipment includes, besides the

residence houses and school building, a beautiful auditorium, an art studio, a well-equipped gymnasium, tennis courts, a hockey field, and an outdoor riding ring. The school values the privilege of using the Wellesley College golf course and of skating on the college lake.

EDUCATIONAL PROGRAM

Dana Hall was founded for the purpose of educating young women to meet intelligently and happily the responsibilities which would come to them as citizens of a great democracy. The mind was to be disciplined, the spirit nurtured, and the body strengthened by the best procedures then known. A way of life was to be practiced which emphasized simplicity, cooperation, and usefulness. In the passage of time, changes have taken place in our democracy and in the world. Yet the simple, democratic way of life at Dana Hall has continued without interruption, preparing hundreds of girls for intelligent citizenship and effective leadership in their communities. The present curriculum is in harmony with current educational aims directed toward this end. Whether the student goes on to college or stops her formal education with the completion of her high school course, she is made aware of the meaning of democratic citizenship both through her classroom study and through her participation in the varied activities sponsored by student government, as it is practiced at Dana Hall.

A noticeable trend toward greater flexibility in college entrance requirements has been evident for several years. The majority of Dana Hall students are preparing for college with a quickened sense of their potential usefulness and hence keener interest in the choice of a profession or vocation. The few who are not preparing for college are looking ahead to serious work in the arts — music, drama, painting, and design — or to professional training in nursing, occupational therapy, household arts, merchandising, and secretarial science.

With the other independent schools of the country, Dana Hall is accepting the challenge of these critical times by giving its students the opportunities that will help them to face the future with enthusiasm and courage.

HOME LIFE

In order to combine the friendly informality of a small school with the efficiency of a large one, Dana Hall girls live in groups of from ten to twenty, with a housemother and an assistant for each group. The housemother watches over the interests of the girls and helps them to make an adjustment to boarding school life. She also directs them in the more intimate matters of home life, training them in punctuality and in neat and orderly habits in their rooms and in their dress. For meals, chapel, and sports, the students unite in larger groups.

There are both single and double rooms. The houses are simply but adequately furnished, and the students are not permitted to refurnish their rooms. The school provides bed linen.

STANDARDS OF LIFE

The student's attitude toward the community and her maintenance of the ideals of the school are regarded as of equal importance with academic success. The student is surrounded only by such restraints as are indispensable for good mental work. The school government is designed to establish relations of mutual courtesy and honor between teachers and students. It has been found that where self-respect and control on the part of the student are assumed, reasonable regulations seldom fail to secure a careful observance. At the beginning of the year, detailed explanation of the traditions and regulations of Dana Hall is made to all students. A classification system worked out by a faculty-student committee and approved by the entire school in the spring of 1944 is an attempt to give the responsible citizens of the school the privileges which they have earned. Coöperation on the part of the parents who place their daughters in Dana Hall is absolutely essential for the maintenance of the school standards. Dismissal takes place only when a student proves to be a detriment to the community. The school reserves the right to dismiss any student under such circumstances.

As in most colleges and independent schools, all Dana Hall students share in the household duties. Girls assist in the dining room and take complete care of their own rooms. From time to time they have volun-

teered generously when emergencies have arisen. The actual time spent on these tasks is small, but as the cooperative work program reveals yet another phase of community responsibility it offers recognized values to those who participate. The fine spirit shown by the students is a source of great satisfaction.

RELIGIOUS INSTRUCTION

There is a brief daily chapel service for the entire school and a weekly class in Bible. Attendance at church on Sunday is required of all resident students, the selection of the church being left to the parent. Students may attend the Wellesley College Chapel where distinguished visiting clergymen preach each Sunday.

SCHOOL ORGANIZATIONS

Student Government Association

Every student is a member of the Student Government Association. The purpose of this association is to promote the highest standards of honor and integrity in all matters of personal conduct, and to encourage active cooperation in maintaining good government. The Student Council, a representative group of girls elected by the student body, meets regularly to deal with matters concerning the welfare of the school.

Athletic Association

The Athletic Association arranges all sports, inter-class and inter-school games, organizes field days, and awards trophies and sports charms for distinction in athletics. Under the auspices of the Athletic Association are the Riding Club and the Outing Club. Advanced riders are given the opportunity of hunting with some of the hunt clubs in the vicinity. The Outing Club plans walks and picnics, small groups to go swimming at a nearby indoor pool, bowling, skating and skiing parties, and sponsors the mid-winter Sports Week-end in New Hampshire.

Christian Service League

The Service League unites the student body in raising funds for various philanthropic works. The interests are widespread. In order that Dana Hall girls may have a real understanding of the use of the Service League



A portion of the choir at Sunday Vespers



New students being greeted on their arrival



A group of students take tea with their faculty adviser

funds, "Come and See" tours are sponsored so that students may visit the institutions to which they have voted support. In this way, each girl shares in the activities and interests of the League and becomes aware of the significance of her own contributions.

Departmental Clubs

In addition to these all-student activities, each girl is eligible to membership in two other student organizations. These include the Art and Music groups, the French and Spanish Clubs, the Glee Club, the Drama Club, and the Photography Club. Each has its own officers and a program designed to stimulate interest in valuable extracurricular activities.

NON-RESIDENT STUDENTS

Non-resident students are cordially welcomed at Dana Hall. In order to be an integral part of the student life, they are expected to attend morning chapel, to have luncheon at the school, and to wear the school uniform. They are eligible for membership in all student organizations, and are urged to participate as far as possible in all phases of Dana Hall life. It is especially desired that non-resident students return to school for week-end activities. There is a faculty adviser for this group who is available for conferences at any time during the school day.

ALUMNAE REPRESENTATION IN COLLEGE

College enrollment records in 1950 show one hundred and sixty recent Dana Hall graduates in nine of the major colleges for women: fifty-nine are now enrolled at Smith, twenty-four at Wellesley, twenty at Mount Holyoke, seventeen at Vassar, sixteen at Connecticut, eleven at Wheaton, three at Wells, six at Barnard, and four at Radcliffe.

One hundred and thirty graduates are scattered among other colleges and universities. These include Bennington, Carleton, Colby, Goucher, Hollins, Hood, Mills, Pembroke, Randolph-Macon, Sarah Lawrence, Skidmore, Sweet Briar, Western, Wilson, and Wheelock colleges; California, Chicago, Cornell, Illinois, Michigan, Northwestern, Rochester, and Stanford universities.

Junior colleges and vocational schools have been selected by a hundred graduates interested in being trained along specific lines. Among these institutions are Bennett, Bradford, Briarcliff, Centenary, Chevy Chase, Colby, Finch, Mt. Vernon, and Pine Manor junior colleges; Garland School, Katharine Gibbs Secretarial School, and Rhode Island School of Design.

ADMISSION OF STUDENTS

Application for admission of a pupil, either as a resident student or a non-resident student, should be filed if possible a year in advance of the date for which it is to be considered. Early application is advised for while, in general, little attention is paid to priority of application, it has been a factor when two closely matched candidates are being considered. Applications are not contracts and entail no obligation upon the applicant or the school.

In considering an applicant's fitness, close attention is paid to the school record, the testimony of the school principal and former teachers, the ratings attained in standardized tests, and the fundamental consideration of character and physical health. Personal interviews are considered advisable. Classification tests are given to facilitate the building up of a program which most adequately serves the needs of each individual student.

Application blanks may be secured from the Principal and when returned should be accompanied by a registration fee of \$10.

ATTENDANCE

Because the school year has been reduced to a minimum in order to give students the greatest amount of time during vacation periods, parents are requested not to ask for extension of time either before or after any recess. If a student is delayed in returning to school because of illness, an excuse should be signed by a physician.

Parents and friends are cordially invited to visit the school, but they are asked to confine their visits to the week end. No absences from the school can be permitted during school hours.

Program of Studies

DANA HALL offers three separate curricula: College Preparatory, General, and Music, a detailed analysis of which will be found on the following pages. Instruction in Bible, Current Events, and Choral Singing is provided for all students.

The College Preparatory Curriculum is designed to prepare students for admission to college either by certificate or by any one of the examination plans formulated by the various colleges for women. During the past ten years approximately nine hundred girls have been admitted from this course to over one hundred different colleges and universities.

The General Curriculum has been developed for girls who are not primarily interested in preparing specifically for a four-year college, but who, nevertheless, are seeking a sound and liberal education. In the languages, cultural values and the development of intelligent understanding of our world neighbors are emphasized; in the sciences, broad general principles are stressed rather than detailed analysis. The elective subjects in this course such as Music Appreciation, Psychology, Studio Art, and Applied Music have given the basic training for some interesting careers. Students who plan their programs with a definite vocational objective in mind may be accepted by schools of nursing, secretarial science, home economics, and child-training.

The Music Curriculum offers an unusual opportunity for girls who wish to make a serious study of music. Sequential courses in theoretical and applied music may be elected for diploma credit.

COLLEGE PREPARATORY CURRICULUM

Minimum requirements for the Dana Hall diploma 16 Units
 (Note: A unit represents a year's study in any subject
 which is carried at least four times a week.)

- A. Required subjects 12 Units
1. ENGLISH 4 Units
 2. FOREIGN LANGUAGE 3-6 Units chosen from:
 (Note: At least two units are required in FRENCH
 any one language. A total of five or six LATIN
 units is required by some colleges.) SPANISH
 3. ALGEBRA* 2 Units
 4. PLANE GEOMETRY 1 Unit
 5. HISTORY 1 Unit chosen from:
 AMERICAN
 MODERN EUROPEAN
 WORLD

- B. Electives 4 Units
 (Including any subject not elected from groups A2 or A5 to
 fulfill requirements.)
1. ART
 2. MATHEMATICS
 SOLID GEOMETRY AND TRIGONOMETRY
 3. MUSIC
 APPRECIATION OF MUSIC
 FUNDAMENTALS OF MUSIC
 APPLIED MUSIC
 4. PROBLEMS OF DEMOCRACY
 5. SCIENCE
 BIOLOGY
 GENERAL SCIENCE
 PHYSICS
 6. PSYCHOLOGY

Note: Each student's program is planned to meet the specific requirements of the college of her choice. No student will be permitted, for the sake of shortening the time of preparation for college, to carry too heavy a program.

*By special permission the second unit in ALGEBRA may be replaced by a unit of SCIENCE.

GENERAL CURRICULUM

Minimum requirements for the Dana Hall diploma 16 Units

(*Note:* A unit represents a year's study in any subject
which is carried at least four times a week.)

A. Required subjects 10 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 2 Units chosen from:
(*Note:* at least two units are required in any one language. See note below under Electives.)
FRENCH
LATIN
SPANISH
3. MATHEMATICS 2 Units
4. HISTORY 1 Unit chosen from:
AMERICAN
WORLD
MODERN EUROPEAN
PROBLEMS OF DEMOCRACY
5. SCIENCE 1 Unit chosen from:
BIOLOGY
GENERAL SCIENCE
PHYSICS
PSYCHOLOGY

B. Electives 6 Units

(Including any subject not elected from groups A2, A4, or A5
to fulfill requirements.)

1. ART
2. LANGUAGE
A single unit of Latin will be credited toward the total units required for graduation; but no credit will be given for a single unit of a modern language.
3. MATHEMATICS
INTERMEDIATE ALGEBRA
SOLID GEOMETRY and TRIGONOMETRY
4. MUSIC
APPRECIATION OF MUSIC
FUNDAMENTALS OF MUSIC
APPLIED MUSIC

MUSIC CURRICULUM

Minimum requirements for the Dana Hall diploma 16 Units

(Note: A unit represents a year's study in any subject
which is carried at least four times a week.)

A. Required subjects 12 Units

1. ENGLISH 4 Units
2. FOREIGN LANGUAGE 2 Units chosen from:
 (Note: At least two units are required in FRENCH
 any one language. See note below under LATIN
 Electives.) SPANISH
3. MATHEMATICS 1 Unit
4. HISTORY 1 Unit chosen from:
 AMERICAN
 WORLD
 MODERN EUROPEAN
 PROBLEMS OF DEMOCRACY
5. 2 units of APPLIED Music in combination with
 2 units of THEORETICAL MUSIC 4 Units
 APPLIED Music may be chosen from:
 PIANO
 VIOLIN
 VOICE
 THEORETICAL Music must include:
 a. FUNDAMENTALS OF Music including EAR TRAINING AND HARMONY
 b. MUSIC APPRECIATION

B. Electives 4 Units

(Including any subject not elected from groups A2, A4, and
A5c to fulfill requirements.)

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. ART 2. LANGUAGE
 A single unit of Latin will be credited toward the total units required for graduation; but no credit will be given for a single unit of a modern language. 3. PSYCHOLOGY | <ol style="list-style-type: none"> 4. MATHEMATICS
 INTERMEDIATE ALGEBRA
 PLANE GEOMETRY
 SOLID GEOMETRY
 AND TRIGONOMETRY 5. SCIENCE
 BIOLOGY
 GENERAL SCIENCE
 PHYSICS |
|---|---|

DESCRIPTION OF COURSES

ART

The primary course is open to students of any grade and the advanced course to those who have satisfactorily completed the primary course.

The courses in drawing and painting are given under the direction of Peppino Mangravite. They serve as an introduction to the art of painting and are designed to develop the student's powers of observation and expression. In both courses natural forms and their interpretation in various styles are studied with a view to increasing understanding of art and its relation to the cultural background.

PRIMARY COURSE.—The principles of design through creative composition in the media of charcoal, poster paint, and pencil. Drawing from natural forms. Values, line, color, shapes, and their use in design, both flat and spatial. Interpretive projects.

Four or eight appointments weekly.

MR. MANGRAVITE, MISS CHANEY

ADVANCED COURSE.—Solid form in space, in black and white and in color. The human figure, still life, landscape. Interpretative projects associated with poetry. Charcoal, pastel, and oil.

Four or eight appointments weekly.

MR. MANGRAVITE, MISS CHANEY

BIBLE

OLD TESTAMENT HISTORY, LITERATURE, AND RELIGION. — A study of Hebrew culture from its nomadic beginnings to the complex civilization of the eighth century B. C. *Required of sophomores.*

One appointment weekly.

MR. DENBEAUX

BIBLICAL HISTORY, LITERATURE, AND RELIGION.—A study of the prophets of Israel and Jesus of Nazareth. Special emphasis is given to the books of Amos, Isaiah and Mark. *Required of juniors.*

One appointment weekly.

MR. DENBEAUX

A STUDY OF VARIOUS PHILOSOPHIES OF LIFE.—A comparison of the early Christian faith with four classical philosophies of Greece. *Required of seniors.*

One appointment weekly.

MR. DENBEAUX

ENGLISH

COURSE I.—LITERATURE: 1. A study of prose and poetry designed to develop efficiency in oral and silent reading by increasing accuracy in comprehension, effective organization of content, and application of materials to life situations; a cultivation of worth-while reading interests and standards for appreciation and evaluation—*Prose and Poetry for Enjoyment*, Lucas, Ward. 2. Introduction to Greek, Roman, and Germanic mythology, correlated with the course in Ancient History—*Mythology*, Hamilton; *Odyssey*, Palmer translation; *Lays of Ancient Rome*, Macauley; two comedies of Shakespeare. 3. Supplementary reading in English and American classics and approved modern books.

COMPOSITION AND SKILLS: chiefly descriptive and narrative; summaries, outlines, letters, book reviews; oral topics; complete review of grammar and punctuation; spelling—*A Spelling Review*, Lester; *A Brief Review of English Grammar*, Ethel McGee; *Graded Sentences for Analysis*, Rossman and Mills.

Five appointments weekly.

GIVEN ONLY AT TENACRE SCHOOL

COURSE II.—LITERATURE: 1. Novels — *A Tale of Two Cities*, *Jane Eyre*, *Kenilworth*, *Silas Marner*, or *The House of Seven Gables*. 2. Drama — *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, or *Romeo and Juliet*. 3. Biography — *Modern Biography*, Hyde and Garrett. 4. Short Stories — *Short Stories*, Schweikert. 5. Poetry — *Poems for Modern Youth*, Gillis and Benét, *Idylls of the King*. 6. Supplementary reading.

COMPOSITION AND SKILLS: Themes, narrative, descriptive, expository; précis writing; oral topics; vocabulary building; drill in organization, grammar, punctuation, and spelling. *The Way to Write*, Flesch and Lass.

Five appointments weekly.

MISS GRIMES, MRS. MICHAELS

COURSE III.—LITERATURE: 1. One modern novel — *The Bent Twig*, *The Bridge of San Luis Rey*, *Fortitude*, *Death Comes for the Archbishop*, or *The Robe*. 2. An older novel — *The Mill on the Floss*, *Henry Esmond*, *Vanity Fair*, or *Victory*. 3. Drama — *Macbeth*; *Our Town*, or any comparable modern play. 4. Essays — *Essays of Yesterday and Today*, Lester. 5. Biography — *Yankee from Olympus*, *Madame Curie*, *Disraeli*, *Queen Victoria*, or *Mozart*. 6. Poetry — *The Pocket Book of Verse*. 7. Supplementary reading.

LANGUAGE TRAINING: 1. Analysis and study of *metaphor* as an essential element in all communication. 2. Practice in multiple *definition*. 3. Study of *context* as determiner of meaning. 4. Preliminary examination of *abstractions*.

COMPOSITION AND SKILLS: themes, chiefly descriptive and expository, including one source theme; précis writing; oral topics; vocabulary building; drill in organization, grammar, punctuation, and spelling. *The Harper Handbook of English*, Shaw and Shattuck.

Five appointments weekly.

MISS NEWTON, MISS POST

COURSE IV.—LITERATURE: 1. Three novels — *Ethan Frome*, *The Scarlet Letter*, *The Mayor of Casterbridge*, *The Forsyte Saga*, *The Return of the Native*, *Lord Jim*, *Buddenbrooks*. 2. Drama — A modern play, *There Shall Be No Night*, selections from *Modern Dramas*, Hatcher; and a Shakespeare play, *Hamlet*, *Othello*, or *King Lear*. 3. Poetry — *Anthology of Famous English and American Poetry*, Benét and Aiken; *John Brown's Body*, Benét. 4. Essays — *Readings in the Modern Essay*, Noyes; and *Atlantic Monthly*. 5. Supplementary reading with emphasis on the biography.

LANGUAGE TRAINING: a continuation at a more advanced level of the work started in Course III; also the examination of relatively general and relatively specific words, statements, and paragraphs.

COMPOSITION AND SKILLS: themes, including two source themes; précis writing; oral topics; vocabulary building; drill in organization and mechanics. Textbook: *The Harper Handbook of English*, Shaw and Shattuck.

Four appointments weekly.

MISS GRIMES, MISS NEWTON, MISS POST

REMEDIAL READING. Modern college education places a premium upon the ability to read rapidly with maximum comprehension. All Dana Hall students are given diagnostic tests of their reading efficiency. Those who would profit by remedial work in this most important skill have the opportunity for class drill in reading speed and comprehension.

Three appointments weekly.

FRENCH

French is the language of the classroom for all advanced students and for beginners as soon as they have acquired sufficient vocabulary.

COURSE I.—Thorough grounding in the fundamentals of grammar and pronunciation with special emphasis on the mastery of the common irregular verbs; simple conversation and written composition based upon the activities of the students with a view to building a useful vocabulary; singing of French songs.

Textbooks: *Cours élémentaire de français*, Dale and Dale; *Lisons Donc*, de Sauzé; *French Verbs*, Castarède.

Five appointments weekly.

MLLE. BLANCHARD

COURSE II.—Intensive written and oral drill on the essentials of French grammar in greater detail than in Course I; development of aural-oral skill through dictation, reading aloud, and conversation; intensive reading of French novels and short stories with written résumés in French.

Textbooks: *Cours moyen de français*, Dale; *Belles Lectures françaises*, Croteau; *Stéphanette*, Bazin.

Five appointments weekly.

Mlle. CALVET, Mrs. WOOD

COURSE III.—Intensive reading of novels and short stories by authors of the nineteenth and twentieth centuries, with written résumés in French, thorough treatment of French syntax, conversation and free composition.

Textbooks: *French Grammar Review*, Schwarz; *Vingt et un Contes*; *Pêcheur d'Islande*, Loti.

Five appointments weekly.

Mlle. CALVET, Mrs. WOOD, Mlle. BLANCHARD

COURSE IV.—Introduction to French literature; special study of the nineteenth century; reading of texts representative of different literary movements; review of grammar. *Initiation à la culture française*, Parker; *Simplified French Review*, Barton.

Five appointments weekly.

Mlle. CALVET

GREEK

COURSE I.—Complete fundamentals of Greek grammar, including basic vocabulary and irregular verb forms. Supplementary reading in Xenophon's *Anabasis* and other authors.

Five appointments weekly. Not presented in 1950-51.

MISS ANDERSON

COURSE II.—First semester: Reading from the works of Herodotus, Plato, Lucian, Aesop, and Thucydides.

Second Semester: Reading of selections from Homer's *Iliad*.

Five appointments weekly.

MISS ANDERSON

HISTORY

WORLD HISTORY FROM THE DECLINE OF THE ROMAN EMPIRE TO 1700. A course for sophomores on the rise and institutions of the Feudal Period, the beginnings of the national states, the revival of art and learning, and the Protestant Revolt, with special emphasis upon early colonization and its reaction upon Europe. Individual topics on non-European civilizations.

Textbooks: *Early Ages*, Robinson and Beard; *The Middle Ages, Renaissance and Reformation Times*, Mills.

Three or four appointments weekly.

MISS GOTTFRIED



At work in the biology laboratory



The library affords a quiet place for study

EUROPEAN HISTORY SINCE 1660. For juniors and seniors. Special emphasis is given to the study of conditions which led to World War I, the problems of reconstruction, a new war, and conditions left by it.

Textbook: *Our Own Age*, Beard, Robinson, Smith. Supplementary reading and map exercises.

Five appointments weekly. Not offered 1950-1951.

MISS GOTTFRIED

UNITED STATES HISTORY. For juniors and seniors. Special emphasis is put on national beginnings and development, western expansion, social and economic problems since 1860, and present problems.

Textbooks: *America, Its History and People*, Faulkner and Kepner; or *History of the United States*, Dumond, Dale, and Wesley; Supplementary reading in the *Chronicles of America*; *Documents of American History*, Commager; and other collateral material.

Five appointments weekly.

MRS. ROLLINS, MRS. MICHAELS

PROBLEMS OF DEMOCRACY. For seniors. The course deals with political, economic, and social problems in the present era of machine production in the United States. It emphasizes the relations of the United States to the rest of the world and the task of preserving democracy against forces threatening it.

Textbooks: *Problems Facing American Democracy*, Kidger; *Government in Action*, Keohane and McGoldrick. Supplementary reading in magazines and other current material.

Five appointments weekly.

MISS GOTTFRIED

LATIN

COURSE I. — Thorough drill on forms, including all declensions and conjugations, syntax, and vocabulary. Supplementary work in reading, vocabulary, and prose composition.

Five appointments weekly.

MRS. SPURWAY

COURSE II. — Caesar and other prose authors, equal in amount to four books of Caesar. Practice in sight-reading and comprehension. Vocabulary and syntax drill. *Latin Composition, Part I*, Baker and Inglis.

Five appointments weekly.

MISS ANDERSON, MRS. SPURWAY

COURSE III. — Cicero and other prose authors, equal in amount to seven orations of Cicero. Sight-reading. Vocabulary and comprehension drill. *Latin Composition, Part II*, Baker and Inglis.

Five appointments weekly.

MISS ANDERSON

COURSE IV. — Virgil, Aeneid, Books I-VI; Selections from Ovid, Horace, and Catullus. Sight-reading and comprehension passages.

Three appointments weekly.

MISS ANDERSON

MATHEMATICS

COURSE I. — ALGEBRA THROUGH THE STUDY OF RADICALS AND THE SOLUTION OF QUADRATIC EQUATIONS; also simple problems in numerical trigonometry of the right triangle, not involving interpolation.

Textbook: *First-Year Algebra (New Edition)*, Hawkes, Luby, and Touton.

Five appointments weekly.

Given only at Tenacre School.

COURSE II.

ALGEBRA AND PLANE GEOMETRY.

ALGEBRA — Application of the topics of first-year algebra to problems of greater technical complexity and to those which require more skilful reasoning. New topics are functions and variation, and the solution of the quadratic by completing the square and by formula.

Textbook: *A Second Course in Algebra*, Hart.

GEOMETRY — Development of skill in logical proof, including constructions and exercises based on the theorems of Books I and II.

Textbook: *New Plane Geometry*, Mallory.

Five appointments weekly.

MISS FARMER, MISS VAUGHAN

COURSE III. — ALGEBRA AND PLANE GEOMETRY COMPLETED as required for college entrance.

ALGEBRA — Further extension of topics previously studied. New topics are theory of quadratics, arithmetic and geometric progressions, logarithms, trigonometry of the right triangle, and binomial theorem.

Textbook: *A Second Course in Algebra*, Hart.

GEOMETRY — Books III, IV, and V.

Textbook: *New Plane Geometry*, Mallory.

Five appointments weekly.

MISS FARMER

COURSE IV. — SOLID GEOMETRY AND TRIGONOMETRY with selected topics of advanced algebra.

Textbooks: *Solid Geometry*, Welchons and Krickenberg; *Plane Trigonometry*, Granville, Smith, Mikesch.

Five appointments weekly.

MISS FARMER

ALGEBRA II, for college preparatory students who have completed one unit each of algebra and plane geometry.

Application and extension of topics of first year algebra. Functional relationships further developed by means of the formula, graph, and problem analysis. New topics are theory of quadratics, progressions, logarithms, binomial theorem, and numerical trigonometry.

Textbook: *Progressive Second Algebra*, Wells and Hart.

Five appointments weekly.

MISS FARMER, MISS VAUGHAN

PLANE GEOMETRY, for college preparatory and general course students.

Development of skill in logical proof, including constructions and exercises based on the theorems of Books I through V.

Textbook: *New Plane Geometry*, Mallory.

Five appointments weekly.

MISS VAUGHAN

GENERAL MATHEMATICS, for College Preparatory and General Course Students. The uses of mathematics in everyday affairs — an understanding of budgeting, banking, consumer credit, intelligent buying, insurance, taxation, social security, statistical graphs. Competence in fundamental mathematical skills — mastery of the four fundamental processes, and the meaning and use of percentage, of ratios, and of proportion.

Textbook: *Mathematics for Today*, Marino.

Four appointments weekly.

MISS FARMER

MUSIC

THE MUSIC CURRICULUM is planned for three types of students:

1. Those who wish to do intensive work in preparation for professional music school.
2. Those who are sufficiently interested to offer music for credit toward college entrance.
3. Those who wish to pursue music for pleasure as an extracurricular activity.

All students taking applied music (piano, voice, violin) will have an audition at the beginning of the school year to determine their classification in the following: basic repertoire, technical attainment, musical sensitivity, ear-training, knowledge of chords and cadences, and sight-reading. Students will be placed with the proper teacher after individual needs have been carefully considered.

Students taking applied music *for credit* must meet the following requirements:

1. Regular examination as in their academic subjects at the end of each term.
2. Completion of Fundamentals of Music or Music Appreciation. (Students are urged to take Fundamentals of Music before Music Appreciation except in special cases.)
3. Participation in student concerts.

For all students interested in music there is opportunity to hear and perform great music. The Bardwell Concert Series, which each year presents world famous artists, has recently included Myra Hess, Rudolph Serkin, Witold Malcuzinski, Bidu Sayao, Maggie Teyte, The Zighera Chamber Orchestra, and the New England Opera Theatre. Choral singing is offered to all students. The Glee Club each year presents a Christmas concert, two concerts with boys' preparatory schools, and an operetta. It also sings at the New England Preparatory School Festival in Symphony Hall, Boston.

Students who do not sing in the Glee Club participate in the school chorus and in the class choirs.

Hemidemisemiquavers, a club for interested music students, sponsors various activities including a series of student and faculty recitals.

Details of credits granted for the study of music will be found in the analysis of courses on page 20.

MUSIC APPRECIATION (A) for college preparatory students. Examples from musical literature, representative of the so-called schools of music — Polyphonic, Baroque, Classical, Romantic, and Contemporary — are studied in the proper historical setting. Salient points, such as form or design, texture, idiom, and emotional content, are stressed in the endeavor to enable the student to appreciate and listen to music more intelligently. Attention is directed not only to the progress of instrumental music, but also to the development of opera. Frequent tests in ear-training include recognition of cadences, duple and triple meter and rhythmic patterns. Prerequisite: at least one year of practical music, including knowledge of key signatures and elementary sight-reading ability, bass and treble clef.

Five appointments weekly.

MISS GLASER

FUNDAMENTALS OF MUSIC. — This course emphasizes the development of musicianship in the general student as well as in the student of voice, violin, or piano. A thorough grounding is offered in the elements of music, including interval, meter, rhythm, key signatures, scales, and relative pitch. Practice is given in sight-singing and dictation, both rhythmic and melodic, and in writing original music. An introduction to elementary harmony is afforded through the study of chord construction, tendencies, and progressions, and non-harmonic tones. Written work is combined with analysis and keyboard work. Emphasis is placed on practical musicianship and the actual usefulness of the material covered. Prerequisite: at least one year of practical music including knowledge of key signatures and elementary sight reading ability, bass and treble clef.

Five appointments weekly.

MISS GLASER

Note: For an exceptionally gifted student this course can provide the equivalent of a first year college theory course.

MUSIC THEORY. — Open to students who have completed Fundamentals of Music. This course, meeting once a week, offers a further glimpse into harmony, composition, and an introduction to elementary counterpoint.

MUSIC APPRECIATION (B). — This course is designed for students who wish some background in music, but have not sufficient time for the regular music appreciation course. It covers the salient aspects of each era in music history, necessarily sacrificing the richer content of the full course. Principal styles, composers, and types of music are covered in outline. Prerequisite: at least one year of practical music, knowledge of key signatures, bass and treble clef.

One hour weekly.

SCIENCE

BIOLOGY. — College preparatory divisions. This course forms an introduction to the principles which govern plant, animal, and human life. The structures involved in digestion, respiration, excretion, circulation, the nervous system, and reproduction are

traced from their simplest expressions to their most complex, through representative plants and animals. Such general topics as heredity and evolution are studied. Applications of biology to human welfare are considered.

Laboratory study forms the basis for the course. The course meets the College Entrance Board requirements in biology.

Textbook: *Modern Biology*, Moon, Mann, Otto.

Recitations, five periods weekly. Laboratory, two periods weekly.

MISS HAYDEN, MISS FORSTER

BIOLOGY. — General course division. This course presents the fundamentals of biology in such a way as to give students the background necessary for an intelligent interest in the biological aspects of modern life.

Five appointments weekly.

MISS FORSTER

PHYSICS. — College preparatory course covering mechanics, heat, light, sound and electricity, with a brief introduction to the principles governing radio, radiations and other aspects of modern physics.

Textbook: *Physics, A Basic Science*, Burns, Verwiebe, and Hazel.

Outside problems in *Progressive Problems in Physics*, Miller.

Recitations, five periods weekly. Laboratory, two periods weekly.

MISS FORSTER

GENERAL SCIENCE — AN INTRODUCTION TO THE PHYSICAL SCIENCES AND PHYSIOLOGY. Designed to give juniors and seniors a correlated survey of the fields of science — physics, astronomy, chemistry, geology and physiology — and direct experience with the methods used in the various sciences, and to point out the applications of the principles learned to everyday life.

Classroom demonstrations and experiments and the use of motion pictures and slides accompany the study of scientific theories and principles.

Textbooks: *The Physical Sciences*, Eby, Waugh, Welch and Buckingham; *Our Wonderful Universe*, Chant; *Health and Achievement*, Cockefair and Cockefair.

Outside reading in other science texts.

Recitations, demonstrations and laboratory work, five periods weekly.

MISS FORSTER

INTRODUCTION TO PSYCHOLOGY.—The course covers both the physiological and psychological aspects of growth and development. It deals with foundations of human behavior; emotions; personal adjustment; education; marriage; and psychology in everyday life.

Textbooks: *Psychology for Living*, Sorenson and Malm; *Discovering Ourselves*, Strecker and Appel.

Four class appointments weekly.

MRS. KUNBERGER

SPANISH

Spanish is the language of the classroom for all advanced students and for beginners as soon as they have acquired a working vocabulary. The speed with which the material is presented may vary according to the capacity of the class.

COURSE I.—Foundation in the elements of grammar and the building of a carefully selected vocabulary by means of written composition, by practice in conversation based upon the activities of the students, and by the reading of simple prose. Self-expression is emphasized in both written and oral form.

Texts: *First Course Spanish*, Hills and Ford. Supplementary readers.

Five appointments weekly.

MRS. FIVIAN

COURSE II.—Review and more extended treatment of grammar, continuation of oral work in composition and conversation; intensive and extensive reading of novels and short stories.

Texts: *Essentials of Spanish Grammar*, House and Mapes, Ginn and Company. Supplementary readers.

Five appointments weekly.

MRS. FIVIAN, SENORITA DE MORA

COURSE III. — A thorough treatment of the more intricate points of grammar; reading of novels, essays, and plays by nineteenth and twentieth century Spanish and Spanish American authors, with résumés in Spanish; oral reports; and discussion based upon current interests; lectures in Spanish; emphasis on self-expression.

Texts: *Spanish Review Grammar*, Castellano and Brown. Supplementary Readers.

Five appointments weekly.

MRS. FIVIAN

COURSE IV. — COLLEGE PREPARATORY DIVISION ONLY: LITERATURE; reading of Spanish and Spanish American masterpieces, with an introduction to literary development. HISTORY; introduction to the history of Spain or Spanish America with emphasis on modern problems. (Whether Spain or Spanish America is selected for study will depend upon the interests of the class.) Lectures in Spanish on history, geography, art and literature; outside reading with reports; class discussions in Spanish; rapid review of grammar.

Five appointments weekly. Not presented in 1950-51.

PHYSICAL EDUCATION

The aims of the department are: the stimulation of proper physical growth; the development of efficient motor skills and habits; the consequent achievement of beauty in body proportion; the shaping of attractive character and personality traits; and the gradual

attainment of proficiency in a repertoire of sports and physical activity suited both to leisure time enjoyment and to the needs of good health.

Every girl who enters the school is required to present a detailed health record which includes the results of a careful physical examination. The department gives an orthopedic examination in order to detect any posture problems that need individual attention. All girls are required to take work in body mechanics and posture training once a week during the winter term. No girl is excused from the work of the department except by a physician's certificate issued because of illness or injury.

All work is done under the immediate supervision of trained instructors in order to teach correct methods and form, and to prevent over-exertion on the part of the students.

Students are required to participate in athletics four days a week with a choice of one sport taken four times or two sports each taken twice. The department offers (1) in the autumn—archery, field hockey, riding, tennis, and modern dancing; (2) in the winter—basketball, games, activities, modern dancing, riding, and such outdoor sports as skiing, skating, hiking; and (3) in the spring—archery, baseball, golf, lacrosse, riding, and tennis.

The school maintains a stable of exceptionally fine horses among which there are a number of successful show horses and hunters. A limited number of students are eligible for membership in the Riding Club. The riding is under the supervision and instruction of a highly capable staff. Instruction is given both in the ring and on the trails with an opportunity for advanced riders to take jumping and attend nearby hunts.

There are school and class teams in many of the sports. The school varsity teams compete each term against several outside schools and against the Pine Manor Junior College teams, while the class teams compete throughout the year in all activities for the interclass championship.

During the year the Modern Dance Workshop, a selected advanced dance group, provides entertainment at various festivities, and joins with the modern dance classes in a program in the spring term. During the fall and winter terms there are sports evenings and afternoons, as well as the square dance parties that are enjoyed by many. At the close of the spring term there is a riding meet, in which all three schools compete in horsemanship, jumping, games, and team drills for the school championship.

Opportunity is given to students to develop and display leadership qualities by assisting in various sports and activities and managing some athletic events.

GEOGRAPHICAL DISTRIBUTION OF STUDENTS 1950-1951

California	2	Rhode Island	5
Colorado	1	Texas	1
Connecticut	27	Vermont	4
Delaware	1	Wisconsin	1
District of Columbia	2	Wyoming	2
Florida	2		
Illinois	10		
Indiana	1		
Maine	8		
Massachusetts	72		
Michigan	3	<i>Foreign Countries</i>	
Minnesota	4	Austria	1
New Hampshire	3	Australia	1
New Jersey	10	Brazil	1
New Mexico	1	Canada	3
New York	30	China	1
Ohio	2	Cuba	1
Oklahoma	1	Guatemala	3
Pennsylvania	8	Lithuania	1
Philippine Is.	1	Venezuela	1



Over the jump in practice for a horse show



The Riding Club participates in a benefit horse show



A hockey game on the school athletic field



Student residences are homelike

General Information

Permissions. Parents are asked to send to the school a list of relatives and friends whom their daughters may visit, and whom they may receive as callers within the limits of the school regulations.

Health Service. The health of the community is professionally supervised by the school physician. The school maintains a dispensary, where two registered nurses guide the students in preventive measures; also a well-equipped infirmary where registered nurses minister to those needing bed care. Specialists from Greater Boston are consulted whenever a parent or the school physician considers it advisable.

Regular physical exercise is required of all pupils. A physical examination is given each pupil as she enters the school, and her sports and gymnasium work are chosen in accordance with her needs. Detailed description of this work will be found on page 31 of this catalogue. In cases needing individual attention the Director of the Department of Physical Education works with the consulting Boston specialists.

Dress. A school uniform is worn by all members of Dana Hall. This outfit is ordered from the school on blanks provided for that purpose after formal registration is completed. For dinner at night, and for other occasions not requiring the school uniform, simple and inexpensive dresses should be provided. Valuable jewelry should not be brought to school. A full statement of the dress regulations will be sent to all parents.

Telephone. Students are not permitted to go to the telephone during school or study hours.

Expenses

*Checks should be made payable to Dana Hall School,
and sent to the Treasurer, Mr. George R. Guernsey.*

REQUIRED EXPENSES

Registration fee — to accompany all applications	\$10
(To cover expenses of classification tests and registration; not applicable to tuition nor to be refunded in case of withdrawal)	
Board and Tuition	1700
(\$850 due at entrance, September 15, 1951, and \$850 on 1st of January.)	
Parents to whom monthly payments are a convenience may apply for information in regard to such a plan.	
Tuition for Non-Resident Students	600
(\$300 due at entrance and \$300 on 1st of January)	
Luncheons for the year	100
Bardwell Auditorium Entertainment Course	10
Dispensary Fee	5
School and Gymnasium Uniforms	135
(Price subject to change)	
School Deposit for Boarding Students, per term	50
School Deposit for Non-Resident Students, per term	25
(Unexpended balance for school deposit for boarding and non-residents students is refunded at end of year. See note on page 35.)	
Personal Allowance, per month	25
Laundry at usual laundry rates.	

OPTIONAL EXPENSES

Piano lessons, two per week, including use of piano	\$250
Piano lessons, two per week, without use of piano	200
Voice lessons, two per week with use of piano	250
Violin lessons, two per week	200
Riding	175
Infirmary charge for students requiring only the services of a regular floor-nurse, per day	6

Note: Cases requiring extra nursing care will be charged according to individual needs. Since private nurses will not always be available during the present emergency, it will be necessary to transfer contagious cases to a nearby contagious hospital, unless patient can be sent home in a private car upon approval of school physician.

Since a student's place is engaged for the entire year and no deduction is allowed for absence, Dana Hall has adopted in the interest of parents the Tuition Refund Plan, A. W. G. Dewar, Inc., 141 Milk Street, Boston, Mass.

Dana Hall has also approved for its students a medical reimbursement plan by means of which parents may be relieved of possible financial strain in meeting unanticipated medical expenses arising from accident or illness.

Details of these plans will be sent out with the school bills. While participation in either or both of these plans is optional with each parent, the School heartily endorses both of them.

SCHOOL DEPOSIT

The school deposit of fifty dollars per term for boarding students and twenty-five dollars for non-residents is used only for expenses authorized by the school, such as the theatre, concerts, dues for school organizations, etc. Any unexpended balance is returned at the end of the year and an itemized statement of this account will be sent home at the end of each term.

PERSONAL SPENDING MONEY

Parents are requested to send the twenty-five dollar monthly allowance to the School Bank. Each student is expected to keep careful account of her own expenditures in check books provided by the School Bank.

It is a policy of the school that no expenses of any sort be incurred without the knowledge and authorization of parents. No charges other than those listed are permitted except on the written request of the parents. Of the charges listed, music lessons and riding are arranged only on a written authorization from the parents. An effort is made to keep incidental costs at the lowest possible amount.

TUTORING

Students who have missed consecutive academic class appointments for one week or more, or who have elected continuation subjects for which their past preparation has been incomplete, may be advised to tutor for a

limited period. The written consent of their parents is required. This individual instruction is conducted by professional tutors approved by the school, at the rate of \$3 an hour.

SCHOLARSHIPS AT DANA HALL

Twelve Regional Merit Scholarships of \$500 each are awarded to girls of outstanding character and scholarship by local alumnae committees in sections throughout the United States. The regions from which candidates are to be selected are the New England States; the Middle Atlantic States; the Central States; the Southern States; the Far Western States. Information regarding the scholarships in or near any of the following cities may be had from the local committee chairman already appointed.

MRS. JOHN D. WEST
74 Wedgemere Avenue
Winchester, Massachusetts

MRS. RUSSELL S. DWIGHT, JR.
1339 Suncrest Drive
Cincinnati, Ohio

MRS. E. WARREN HART
2825 Drewon South
Minneapolis, Minnesota

MRS. CUTHBERT POWELL
2261 Albion Street
Denver 7, Colorado

MRS. RICHARD HARTSHORNE
168 Park Street,
East Orange, N. J.

MRS. C. ARTHUR WEAVER
145 West High St.
Waynesburg, Pa.

MISS REBECCA M. PATTON
318 Elizabeth Road
San Antonio 9, Texas

MRS. GEORGE W. BAILEY
755 North Laurel Avenue
Hollywood 46, California

Candidates from cities other than those mentioned above may communicate directly with the Director of Admissions at Dana Hall.

There are also available a few scholarships of smaller amounts for which application must be made to the principal of the school.

Program of Events

1950-1951

Old Girls' Party for New Girls
Vespers: The Reverend Theodore P. Ferris, Trinity Church, Boston
New Girls' Party for Old Girls
Panel Discussion on Study Habits
School Trips: Historic Boston, Salem, Marblehead, Plymouth, and Sturbridge
House Dramatic Competition
Series of Current Events Lectures: Miss Gottfried, Head of the History Department
United Nations Day Service: Dr. Y. C. James Yen
Reunion Dinner: Class of 1950
Athletic Association Hallowe'en Party
Series of Illustrated Lectures: Peppino Mangravite, Head of Art Department—Giotto, Goya, Daumier, Cezanne
Student Forums on Current Political Issues
*Concert: Adele Addison, Soprano
Day Students' Party
Boston Symphony Concerts
*Concert: The Trapp Family Singers
Joint Glee Club Concert and Dance with Exeter Academy
Christmas Revels
Visit to New England Home for Crippled Children
Religious Forum arranged by Senior Bible Class
*Concert: Jean Graham, Pianist

Lecture: *The Energy of the Stars* by Dr. Cecelia Payne Gaposchkin
Concert by Choral Group from Perkins Institute for the Blind
Dance with Students from Groton School
Lecture on Germany by Dr. Herbert J. Gezork, President of Andover-Newton Theological Seminary
Mothers' Day at Dana Hall
*Concert: The Zimmler Sinfonietta with Miss Denise Bacon, Pianist
Formal Dance Sponsored by The Parent-Teacher Association
Ski Week-end in the White Mountains
Joint Glee Club Concert and Dance with Governor Dummer Academy
Poet's Reading: Richard Wilber, Harvard University, Department of English
Senior Spread for Juniors
Fathers' Day at Dana Hall
Spring Music Festival, Symphony Hall, Boston
Dana Hall Night, Boston Symphony "Pops"
May Day
Joint Glee Club Concert and Dance with Tabor Academy
Senior Prom
Riding Meet and Horse Show
Recital by Students of the Music Department
Final Vespers: The Reverend Theodore P. Ferris, Trinity Church, Boston
Dance Pageant
Commencement Day

*Bardwell Concert Course

Tenacre

THE JUNIOR SCHOOL

TENACRE, the Junior School, is on a beautiful estate, about ten minutes' walk from Dana Hall. The classes range from kindergarten through the ninth grade, although a girl, to be accepted in residence, must be at least in the first grade. Boys are welcomed as day pupils in the primary classes.

The residence girls, grouped according to age, live in homelike dormitories. Out-of-class activities are planned to suit each age group.

The scholastic program meets the standards of scholarship established at Dana Hall. After completing the ninth grade, girls enter Dana Hall as sophomores.

The school stresses sound educational background and places special emphasis on giving each child an opportunity to develop her normal abilities and talents.

Tenacre publishes a separate catalogue.

Pine Manor Junior College

PINE MANOR JUNIOR COLLEGE, accredited by the New England Association of Colleges and Secondary Schools and a member of the American Association of Junior Colleges, offers to preparatory school and high school graduates the opportunity of individualized college education, both intellectual and social. Each student's course is worked out in accordance with her special interests and objectives, either as a well-rounded cultural junior college unit or as a two-year preparation for transfer with advanced standing to the senior institution of her choice. Departments of music, art, and dramatic expression enrich the curriculum. The French Center and the Spanish House offer special advantages to interested groups.

The student body is limited to two hundred young women, who are organized into seventeen small house groups and into five large dining room or social centers. This residential plan, as well as the influential body of faculty in residence and the strong student organizations, contributes definitely to the quality of life and accomplishment for which the college stands. The social privileges of the students are carefully planned by the Administration and the College Government Association to meet the needs of students in their first two years of college life. The Pine Manor campus is adjacent to that of Dana Hall, but the student life of the two groups is entirely separate.

Pine Manor publishes its own catalogue, which will be sent on request. All prospective visitors are urged to make appointments in advance with Miss Helen Hall, *Registrar*, and to call at the Official Residence, Grove House, 90 Grove Street, between 9 and 12, or 1:30 and 4 on any day except Sunday.

